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| **C:\Documents and Settings\Susan Jacobs\Local Settings\Temporary Internet Files\Content.IE5\TCWA3842\MC900441708[1].png GRADE 7**  **ELA CCGPS UNIT PLANNER: 2nd 9 Weeks**    **This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.** |
| **READING FOCUS : Informational**  **THEME:**  Burning Bridges: What History Has Taught Us About Civil Rights |

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| **EXTENDED TEXT:**  While the World Watched, Carolyn Maull McKinstry  **SHORT TEXTS (mixture literary and informational):**   1. Freedom Riders: John Lewis and Jim Zwerg on the Front Lines of the Civil Rights Movement Ann Bausum 2. Through My Eyes Ruby Bridges 3. The Watson’s Go to Birmingham-1963 (selected chapters) Christopher Paul Curtis 4. Roll of Thunder, Hear My Cry (selected chapters) Mildred D. Taylor 5. “Gandhi’s thoughts on Nonviolence” (essay) <http://www.mkgandhi.org/g_relevance/chap06.htm> 6. “Give Us the Ballot”, Dr. Martin Luther King, Jr. (speech) <http://mlk-kpp01.stanford.edu/index.php/encyclopedia/documentsentry/doc_give_us_the_ballot_address_at_the_prayer_pilgrimage_for_freedom> 7. “Letter from Birmingham Jail”, Dr. Martin Luther King, Jr. <http://web.cn.edu/kwheeler/documents/letter_birmingham_jail.pdf> 8. “Legislative Briefs-Gender-Based Education” <http://legis.wisconsin.gov/lrb/pubs/Lb/06Lb4.pdf> 9. The History of Apartheid in South Africa <http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html>   **SUPPLEMENTAL MATERIALS:**  **Websites and Pages:**  Martin Luther King, Jr. - More Than A Dream (website)  <http://mlk.discoveryeducation.com/>  Martin Luther King, Jr. (Biography)  <http://www.biography.com/people/martin-luther-king-jr-9365086>  Life in a Japanese American Internment Camp  <http://library.thinkquest.org/TQ0312008/bhjic.html>  Executive Order for the Japanese American Internment (historical document)  <http://www.english.illinois.edu/maps/poets/g_l/haiku/9066.htm>  Georgia Jim Crow Laws  <http://www.jimcrowhistory.org/scripts/jimcrow/insidesouth.cgi?state=Georgia>  The Rise and Fall of Jim Crow (personal accounts of people who were affected)  <http://www.pbs.org/wnet/jimcrow/>  Civil Rights Movement  <http://www.jfklibrary.org/JFK/JFK-in-History/Civil-Rights-Movement.aspx>  Nelson Mandela-Anecdotes  <http://www.pbs.org/wgbh/pages/frontline/shows/mandela/etc/insights.html>  Nelson Mandela (biography)  <http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html>  Nelson Mandela Quotes  <http://www.brainyquote.com/quotes/authors/n/nelson_mandela.html>  Martin Luther King, Jr. Quotes  <http://www.brainyquote.com/quotes/authors/m/martin_luther_king_jr.html>  Mahatma Gandhi Quotes  <http://www.brainyquote.com/quotes/authors/m/mahatma_gandhi.html>    Mahatma Gandhi (biography)  <http://history1900s.about.com/od/people/a/gandhi.htm>  Malcolm X (Biography)  <http://www.biography.com/people/malcolm-x-9396195>  Langston Hughes (Biography)  <http://www.poets.org/poet.php/prmPID/83>  The United States Bill of Rights and Amendments  <http://www.ushistory.org/documents/amendments.htm>  The United Nation: The Universal Declaration of Human Rights (document)  History: <http://www.un.org/en/documents/udhr/history.shtml>  Full Text: <http://www.un.org/en/documents/udhr/index.shtml#a23>  “I Have a Dream”, Dr. Martin Luther King, Jr. (text)  <http://abcnews.go.com/Politics/martin-luther-kings-speech-dream-full-text/story?id=14358231#.Tz7m6fWwU6k>  Malcolm X, Eulogy  <http://www.malcolmx.com/about/eulogy.html>  Clara Breed Collection: letters from children in the Japanese-American concentration camps to a local librarian  <http://www.janm.org/collections/clara-breed-collection/>  The Glossary of Nonviolence  <http://www.thekingcenter.org/glossary-nonviolence>  The Civil Rights Act of 1964  <http://www.archives.gov/education/lessons/civil-rights-act/>  **Poetry:**  “Lift Every Voice and Sing”, James Weldon Johnson  <http://www.poets.org/viewmedia.php/prmMID/15588>  “I Dream A World”, Langston Hughes  <http://www.poemhunter.com/poem/i-dream-a-world-2/>  “I, Too, Sing America”, Langston Hughes  <http://www.poets.org/viewmedia.php/prmMID/15615>  “I Know Why the Caged Bird Sings”, Maya Angelou  <http://www.americanpoems.com/poets/Maya_Angelou/13474>  **Audio/Visual and other texts:**  Hisako Hibi Collection: drawings from inside the Japanese-American camps in California and Utah  <http://www.janm.org/collections/hisako-hibi-collection/>  Remember the Titans, (DVD) (desegregation in the late 1960s)  <http://www.imdb.com/title/tt0210945/>  “I Have a Dream”, Dr. Martin Luther King, Jr. (video)  <http://www.teachertube.com/viewVideo.php?video_id=20916>  JFK speech about segregation (audio, transcript in PDF format also available here)  <http://www.americanrhetoric.com/speeches/jfkcivilrights.htm>  Songs of the Civil Rights Movement (music)  <http://www.npr.org/templates/story/story.php?storyId=99315652>  Jackie Robinson biography  <http://www.biography.com/people/jackie-robinson-9460813>  “What’s Going On”, Marvin Gaye (music/lyrics)  <http://lyrics.wikia.com/Marvin_Gaye:What's_Going_On> (lyric)  <http://www.youtube.com/watch?v=FHoLn_QCnRM&feature=related> (video clip)  “We Shall Overcome” Pete Seeger (video with lyrics) <http://www.youtube.com/watch?v=QhnPVP23rzo&feature=results_video&playnext=1&list=PLB3605BF49C3F261D>  <http://www.k-state.edu/english/nelp/american.studies.s98/we.shall.overcome.html> (lyrics/history)  Norman Rockwell and Civil Rights (paintings)  <http://www.camillereads.com/2009/12/norman-rockwell-and-civil-rights.html>  On the Way to the Camps: A Photo Essay (photography)  <http://www.english.illinois.edu/maps/poets/g_l/haiku/photo.htm>  3 Slain Civil Rights Workers from Mississippi, by Clifford Baldowski (1964) (Political Cartoon)  <http://dlg.galileo.usg.edu/baldy/jpgs/chb1895lo.jpg>  “The Golden Rule”, Norman Rockwell painting  <http://collections.nrm.org/search.do?id=245295&db=object&page=1&view=detail>  ***Just for Teachers:***  *10 Ways to Talk to Students About Sensitive Issues in the News*  [*http://learning.blogs.nytimes.com/2012/03/23/10-ways-to-talk-to-students-about-sensitive-issues-in-the-news/*](http://learning.blogs.nytimes.com/2012/03/23/10-ways-to-talk-to-students-about-sensitive-issues-in-the-news/) |
| **WRITING FOCUS: Argumentative (Argumentative or Informative/Explanatory; consult your grade-level curriculum map)** |
| **ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)**  *Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.* |
| 1. Argumentative: Author Carolyn Maull McKinstry noted in her book, While the World Watched, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life’s work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education. 2. Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King’s was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand. 3. Argumentative: What if a new Georgia law was currently being argued by the Georgia legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way? 4. Argumentative: Write a letter to the editor of the *Atlanta Journal Constitution* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence.   **(TWO ADDITIONAL ANALYSIS PROMPTS PER UNIT AT INSTRUCTOR DISCRETION)**   1. **INFORMATIONAL/EXPLANATORY** (CONSTRUCTED IN TEAMS/PAIRS AS MULTIMEDIA PRESENTATION): Write and illustrate a children’s book (grades 3-5) based on your choice of ten of the thirty United Nation’s Human Rights. Explain the meaning of the rights you have chosen and provide concrete examples of the rights by using illustrations appropriate for the reader. <http://www.un.org/en/documents/udhr/>      1. **INFORMATIONAL/EXPLANATORY** (CONSTRUCTED IN TEAMS/PAIRS AS MULTIMEDIA PRESENTATION): Create a PowerPoint, Prezi (<http://prezi.com/>), or other multimedia presentation regarding the desegregation of the south. The presentation should hold no specific point of view; rather it should provide informational text, facts, statistics, quotes, and audio/visual pieces so as to inform the audience of this time period in America history.   **NOTE: AT LEAST 3 OF THE MINIMUM OF 4 ANALYSIS ESSAYS MUST BE WITH THE GENRE FOCUS IDENTIFIED FOR THE UNIT** |
| **NARRATIVE/RESEARCH/ROUTINE WRITING** |
| **NARRATIVE**   1. Imagine you were at the 16th Street Baptist Church the morning of the bombing. Your friend has been seriously injured in the bombing. Write a diary entry regarding the events of that day based on the details of the bombing as given by Carolyn Maull McKinstry in While the World Watched. What emotions are you feeling? How will these events affect your future? What will you do to see that justice is served? 2. Imagine that the government has made it illegal for anyone less than sixteen years of age to own or use a cell phone. Parents or guardians will be held liable for their child’s actions and could serve time in jail and pay a large fine. Since you cannot text them, write a note to your best friends about your feelings on this new law. How does this affect your way of life? Will you still try to use the phone even though you understand the consequences? What could you and your friends do to try and change this law? |
| **RESEARCH CONNECTION(S)**  **Civil Rights Human Rights Segregation/Desegregation Civil Rights Leaders (American/International) Brown vs. Board of Education apartheid American-Japanese Internment Civil Rights Act of 1964** |
| **ROUTINE WRITING** Notes, summaries, process journals, and short responses across **all genres**   * Compare quotes from various Civil Rights leaders (sponge/exit) * Write a letter to the author or one of the texts (journal) * Create interview questions (sponge) * Create short response/reflection on text (journal) * Summarize text (sponge/exit) * Make predictions (exit) * Write a review for the newspaper of one of the texts (journal) * Reading Response Journal |

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| **C:\Documents and Settings\Susan Jacobs\Local Settings\Temporary Internet Files\Content.IE5\TCWA3842\MC900441708[1].png GRADES 6-8**  **ELA CCGPS TASK PLANNER**    *Use this template to plan individual tasks designed to scaffold the skills taught in the unit.**Each major Culminating Assessment will be supported by all necessary Skill Building Tasks.* |

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| **ASSESSMENT 1:** *integrating reading selections from the unit into a writing task* |
| Argumentative: Author Carolyn Maull McKinstry noted in her book, While the World Watched, that attending college was a non-negotiable in her life. She encouraged readers to study hard and attend college as part of their life’s work. However, many young people would argue that college is not a top priority considering the cost of attending and the amount of money one could make without a college education. Consider your own personal feelings toward higher education. Write an essay expressing your opinion on whether or not a college education is necessary. Cite evidence from the text that will either defend or rebuke your claims regarding the importance of a college education. |
| **SKILL BUILDILNG TASKS** *Note: tasks may take more than a single day.*  *Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.* |
| **ESSENTIAL QUESTION How do authors use factual evidence to persuade the reader?** |
| **TASK: pre-reading and predict** |
| **Standards:**  **ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **ELACC7RI5**: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  **ELACC7SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion  back on topic as needed.  d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.  **ELACC7SL2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  **Instruction:**   * Students begin a journal, based on chapter by chapter reading, to record predictions, personal reflections while reading the text While the World Watched. * Develop a text dictionary for new vocabulary acquired during the reading of the text. Each chapter should contain both teacher-directed vocabulary and student acquired vocabulary as found in the text. * Active background knowledge with this video clip (4 min) <http://www.youtube.com/watch?v=g88rMfYFe64> * Class discussion of what civil rights are using and who is affected. Show this clip <http://www.youtube.com/watch?v=fjJN08uqt70> and follow with this web page from the US Department of Health and Human Services <http://www.hhs.gov/ocr/civilrights/faq/86.html> * Share information regarding civil rights struggles in other countries such as South Africa and India, * Students work in pairs at computers to view and interact with the Civil Rights Timeline at <http://www.history.com/topics/civil-rights-movement/interactives/black-history-timeline> * Preview texts *While the World Watched* and *Freedom Riders* comparing book covers, pictures, captions, graphic features, organization of text. Encourage peer discussions of what they are discovering as they preview. |
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| **ESSENTIAL QUESTION How can learning Greek and Latin affixes and roots help me unlock the meaning of unknown words?** |
| **TASK: Greek and Latin affixes and roots Module 1** |
| Standards:  **ELACC7L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  **ELACC7L6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  **ELACC7L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*    Instruction:   * As an activator, show the PowerPoint presentation Greek-Latin History. * Conduct whole class discussion of differences between prefix and suffix. Ask students what the difference is between *preview, previews, previewing, previewed*. Ask students to put the words in a sentence to explore their different meanings. In discussing the other suffixes, ask students what words end with ‐*tion, ‐ness,* or *‐ly*. Stress the idea that prefixes change the word’s meaning (e.g., preview versus review), but suffixes change the function of the word in a sentence as in the example *fair* (an adjective) to *fairly* (an adverb) to *fairness* (a noun). * Conduct direct instruction with whole group to introduce twelve to fifteen Greek and Latin affixes and roots. Four sample lists of affixes, roots, and the associated vocabulary word are included in this unit (Greek and Latin Tasks) and are separated by Module numbers.) Teachers should feel free to develop his or her list of affixes and roots and the associated vocabulary words. Extensive lists can be found here:   + <http://www.adlit.org/article/40406/>   + <http://english.glendale.cc.ca.us/roots.dict.html>   + <http://www.factmonster.com/ipka/A0907017.html>   + <https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm>?...   + <http://quizlet.com/5554843/greek-and-latin-affixes-and-roots-with-definitions-for-derivational-reading-stage-flash-cards/>   + <http://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English>   + <http://www.learnthat.org/pages/view/roots.html>   + <https://sites.google.com/site/msclineswebsite/greek-latin-roots-prefixes-suffixes>   + <http://www.quia.com/files/quia/users/lauragraham/Latin-and-Greek-Roots-and-Affixes>   + [www.lesd.k12.az.us/webpages/jclark/files/rootslist.pdf](http://www.lesd.k12.az.us/webpages/jclark/files/rootslist.pdf)   + <http://mrsogle.wikispaces.com/Greek+and+Latin+Roots+Lists>   + <http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CER_LP_S02_BE_L07_I06_01.pdf> (Note: This is a lesson, but includes lists.)   + [www.meridianschools.org/Staff/.../common\_**affixes**.doc](http://www.meridianschools.org/Staff/.../common_affixes.doc)   + <http://www.asdk12.org/middlelink/LA/vocabulary/forms/Greek_Latin_Roots.pdf> (differentiated by academic subject) * Students create a Greek and Latin Roots art book. Lesson plan found here: <http://all4teachers.wikispaces.com/file/view/TheGreekandLatinRootsandStemsArtBookLess_2.pdf> * Using unit texts, students actively seek words using assigned roots and affixes as they read. Log each word and its definition in a personal dictionary to be used throughout the course of study in the unit. * Students use words introduced in this lesson when completing writing tasks in the unit. * Board Race: Play this game as a review. Divide the class into two teams. Each team will send one teammate to the board. The elected teammate will hold a marker in hand and face the class. The teacher will then randomly call out either the meaning of an affix or root, or the definition of an assigned word. As soon as the student has the answer, they write it on the board (spelling counts). If they do not know it, they can hand the marker off to another teammate who does. The first student to write the answer correctly wins a point for his or her team. That person will remain at the board and the other team sends up a new player. The winning player may remain at the board for up to three plays and then must turn the marker over to a teammate. The game ends when all roots and affixes and definitions have been called or you may repeat as time allows. The team with the most points wins. (Notes: As you add new roots, affixes, and vocabulary words to your students’ vocabulary throughout the year, continue to play the game using previous words, affixes, and roots. Additionally, this game can be adapted for play using multiple meaning words.) * Students create their own vocabulary board game <http://www.brighthubeducation.com/middle-school-english-lessons/35437-make-a-classroom-board-game-to-learn-greek-and-latin-root-words/> * Lesson plan for teaching affixes and roots here: <http://rpdp.net/files/ccss/ELA/ELA_9-10_Curr_Res/Language%209-10/Language%20Standard%204%20%289-10%29.pdf> * Choose from this selection of graphic organizers for vocabulary: <http://notebookingfairy.com/2011/05/vocabulary-notebooking-pages/> * Conduct direct instruction on writing meaningful sentences using the PowerPoint presentation “Meaningful Sentences” * Student pairs create “meaningful sentences” of selected vocabulary words. * LEGOS: Individually or in pairs, students create nonsense words using roots and affixes to construct them similar to how Legos are used. After the words are formed, they should then use the new words in meaningful sentences and write them on sentence strips which can then be shared with the class. Display the strips in either in the classroom or hallway to promote vocabulary conversations. * Using the vocabulary words, students work with a partner to write sentences on the topic of civil rights, segregation, apartheid, or human rights. * Students create flashcards of affixes, roots, and vocabulary words. Online sources: <http://www.scholastic.com/kids/homework/flashcards.htm> , <http://www.kitzkikz.com/flashcards/> , <http://cambridgeenglishonline.com/Flashcard_maker/> * Vocabulary Sort: Create a chart of the vocabulary word and the definition. Print it out, laminate (for extended use), and cut apart. Place pieces in a small plastic bag or envelope. Students may work individually or with a partner to put the pieces back together again. You can also use this as a game by having partners play other pairs of students. * Teacher completes the Password Vocabulary Review template using selected roots, affixes, and words. Follow the directions on the template for playing the game. * Teacher completes the Vocabulary Bingo template with selected roots, affixes, and words. Students play Bingo with the cards as completed * Students play “Draw Something” or “Pictionary” on the board as a whole class game or in small teams.   **\*Assessment Opportunity**  **(DISCLAIMER: The affixes, roots, and vocabulary represented in these lessons should by no means insinuate that these will be found on any state or federal assessment. The Georgia ELA common Core Standard, ELACC7L4c, only states that the choices be common and grade appropriate. The choices represented here are just that. Please feel free to choose other affixes and roots to use at your discretion.)** |
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| **ESSENTIAL QUESTION What techniques can I use to comprehend what I read?** |
| **TASK: Reading the text-group reading and note taking** |
| **Standards:**  **ELACC7RI1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **ELACC7RI5**: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  **ELACC7RI7:** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).  **ELACC7SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.   **ELACC7SL2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  **ELACC7W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).  b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the  reasoning is sound and the evidence is relevant and sufficient to support the claims”).  **Instruction:**   * Conduct a mini-lesson on inference. A mini-lesson on inference and theme can be found here: <http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=16&Itemid=2>. (Note: This mini-lesson requires the use of a text that may not be available. However, this text could be used in its place: <http://www.mrnussbaum.com/readingcomp/jrobcomp.htm>) * Consider the author’s title choice for Chapter 2, “Halfway In and Halfway Out”. What evidence does the author use as clues? How is this considered an example of inference? * Conduct whole group guided reading for Chapter 3. Student notes should specify author’s central ideas and how the individual sections of the chapter contribute to the whole. * Provide explicit instruction on comparing and contrasting text and its video representation. Re-read the introduction of MLK’s “I have A Dream” speech in Chapter 1 and the conclusion in Chapter 3. Play the video of the actual delivery of the speech. Use a graphic organizer to model comparing and contrasting the two speech presentations. Draw particular attention to the expressionism through voice in speed, volume, and diction in the video. * Group students to do the same using the compare/contrast graphic organizer and the John F. Kennedy speech about segregation located here <http://www.americanrhetoric.com/speeches/jfkcivilrights.htm> Reflection: Why do you think this speech is not as memorable as other Kennedy speeches, such as the inauguration speech of 1961? Why is it not as memorable as the speech made by Martin Luther King, Jr.? * Conduct a mini-lesson on symbolism: <http://voices.yahoo.com/literary-symbolism-exercise-high-school-middle-2217847.html?cat=4>   *Homework: Read Chapter 4. Take notes regarding symbolism found in this chapter. What symbols do you find and what do they represent? Add any unfamiliar words to the personal dictionary.* |
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| **ESSENTIAL QUESTION How does my choice of words impact my writing and my readers?** |
| **TASK: The importance of word choice** |
| **Standards:**  **ELACC7RI5**: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  **ELACC7L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  **ELACC7L6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **Instruction:**   * Allow students to share examples of symbolism found in Chapter 4 of *While the World Watched* * Using “Lift Every Voice and Sing” by James Weldon Johnson (<http://www.poets.org/viewmedia.php/prmMID/15588>) review the use of figurative language in literary text. * Discuss an author’s use of figurative language in non-fiction text and how it compares to that found in literary text such as poetry. Use the title of Chapter 5, “Life Is but a Vapor”, as an example and have students determine what the author means by using this metaphor. * Conduct whole group guided reading of Chapter 5. Place emphasis on questioning the biblical allusions, metaphors, similes, and draw attention to unfamiliar words asking students to clarify meaning by using context clues.   *Homework: Read Chapters 6 and 7. In students’ personal dictionary, list ten words that you did not know and the meaning as revealed through the context clues in the text* |
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| **ESSENTIAL QUESTION How do I make the reasoning in my arguments sound and relevant?** |
| **TASK: Tracing and evaluating arguments** |
| **Standards:**  **ELACC7RI8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  **ELACC7W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.  b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the  reasoning is sound and the evidence is relevant and sufficient to support the claims”).  **Instruction:**   * Conduct literature circles to read Chapter 8. (Help literature circles can be found here: <http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html>.) Circle discussions should be centered on questions the author poses in Chapter 8 regarding the justice system and desegregation. * Conduct whole group guided reading using Dr. King’s “Letter from Birmingham Jail” in Chapter 8. Attention should be given to Dr. King’s arguments as to his purpose of coming to Birmingham during that particular time period. How sound is his judgment in this decision? What evidence supports his reasoning? * Discuss relevancy and how it applies to Dr. King’s letter. * Write a response to Dr. King’s letter. Base your letter on your knowledge of the issues that Dr. King has stated. What will you encourage him to do? Stay the course and continue the fight or leave Birmingham as soon as he is released from jail? What evidence from the text will you use to support your reasoning? * Combine literature circle groups to discuss as a whole class group the individual circle findings from their discussions of the justice system and desegregation.   **\* Assessment Opportunity**  *Homework: Read Chapters 9 and 10. As done in class with Chapter 1, take notes regarding the central ideas of this chapter. Document their development with specific statements by the author. Add unfamiliar words to the personal dictionary.* |
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| **ESSENTIAL QUESTION How do I identify and correct a misplaced modifier?** |
| **TASK: Identifying and correcting misplaced modifiers.** |
| **Standards:**  **ELACC7L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Explain the function of phrases and clauses in general and their function in specific sentences.  c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*  **ELACC7W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.  b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the  reasoning is sound and the evidence is relevant and sufficient to support the claims”).  **ELACC7SL2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  Instruction:   * After a review of different clauses, reinforce skills by playing the Clause Exchange Game. <http://www.eduplace.com/rdg/hme/enrichment/8/unit8.pdf> or Dependent/Independent Clause review game: <http://www.quia.com/rr/744958.html> * Students will locate and write down two examples of each where a subordinating clause occurs at the beginning, in the middle, and at the end of a sentence found in Chapters 9 and 10 of While the World Watched. * Explicit instruction on misplaced and dangling modifiers (fun examples here: <http://www.twobells.com/Writing_Online/rayas-dungeon/03.htm>, <http://grammar.quickanddirtytips.com/funny-misplaced-modifiers.aspx>, <http://www.writersrelief.com/blog/2008/03/misplaced-modifiers/>), Quiz here: <http://www.methodist.edu/english/dd_mm.htm> * Practice finding misplaced and dangling modifiers. Divide class into small teams. Each team will select a sentence from While the World Watched and turn it into a sentence with a misplaced modifier. Next, have each team pass their creation to another team. This team will illustrate the created sentence just as it is, and then resolve it. The resolving team will write the misplaced modifier of the created sentence on a smaller sheet of paper and attach it to their illustration by use of a short piece of string or yarn, hence the “dangling modifier”. Hang the dangling modifiers in the room or hallway. * Class discussion of Chapters 9 and 10. Write a reflection on the events that happened in these chapters. * Conduct literature circle reading of Chapters 11 and 12. Students will use computer stations to find out what eventually became of Governor George Wallace of Alabama. Respond to the following question: How do the claims made by Mrs. McKinstry regarding Governor Wallace hold up against the facts presented in the research you have done on Governor Wallace using the Internet?   **\*Assessment Opportunity**  *Homework: Read Chapters 13. List the main concepts of the excerpt of the “Where Do We Go From Here?” speech by Martin Luther King, Jr.? Give text evidence of your choices. Read Chapter 14 and be prepared to discuss the pictures that are found there.* |
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| **ESSENTIAL QUESTION How do analogies and word choice help a reader better understand what the author is trying to say?** |
| **TASK: Analogy and Word Choice** |
| Standards:  **ELACC7SL4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  **ELACC7L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  **ELACC7L6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **ELACC7L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*   **ELACC7L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).  Instruction:   * Students present findings from Chapter 13 homework concerning the “Where Do We Go from Here?” speech. * Conduct whole class discussion of pictures used in Chapter 14. Why did the author choose those pictures are part of her book? * Direction instruction on denotation and connotation. Use the lesson found here: <http://www.visualthesaurus.com/cm/lessons/1195/> * Provide direct instruction on analogy. Created lessons on analogy can be found at: <http://www.beaconlearningcenter.com/Lessons/1236.htm>, <http://www.teachervision.fen.com/lesson-plan/teaching-methods/48609.html>, or <http://mrsdell.org/analogies/>, * Set up computer stations for analogies practice using <http://www.vocabulary.co.il/analogies/middle-school/6th-8th-grade-analogy-types/> or <http://www.vocabulary.co.il/analogies/middle-school/middle-school-analogy-match/>   **\*Assessment Opportunity**  *Homework: Using any chapter in While the World Watched, find an example of an analogy McKinstry has used. Explain the analogy and why you consider this to be an appropriate analogy for that situation or chapter.* |
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| **ESSENTIAL QUESTION: How can I become a vital participant in a group discussion?** |
| **TASK: Becoming an integral part of a group discussion** |
| Standards:  **ELACC7SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. 4. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.   Instruction:   * Provide students with definitions regarding formal and informal discussions. Formal discussions are usually guided by predetermined questions which are developed to drive discussions. In addition they are often led by a moderator or facilitator. Informal discussions begin with the participants suggesting points to be discussed and rarely have a facilitator. Rule for collegial discussions include setting specific goals and deadlines and define roles as needed. * Direct instruction on establishing norms for group discussions. Students will then, as a whole group, develop group norms. * Use pictures from *While the World Watched* (Chapter 14), *Freedom Riders*, and the political cartoon “3 Slain Civil Rights Workers from Mississippi”, by Clifford Baldowski (Cartoon located at <http://dlg.galileo.usg.edu/baldy/jpgs/chb1895lo.jpg>) to begin a discussion regarding the Civil Rights movement in the south. Develop specific questions to get the discussion going. (E.g. How do the pictures of actual events stimulate reader? How would you feel if you were one of the students in these pictures? What lessons can be learned by looking at pictures of such a turbulent time in our nation’s history?) * Use the video of Carolyn McKinstry discussing the events of September 15 as a springboard for discussion of the events that have taken place up to this point in *While the World Watched*. (Video found here”Martin Luther King, Jr. - More Than a Dream” <http://mlk.discoveryeducation.com/>. Select Chapter 10 video clip.) * Conduct whole class guided reading of Chapter 15 of *While the World Watched*. Discuss Chapter 15 events and how they relate to Carolyn’s recitation of the 23 Psalm.   *Homework: Read Chapter 16-18. Write a brief essay discussing the relativity of what President Kennedy in Chapter 16 (page 191) regarding the future of African-American children in 1963 and the passing of the Civil Rights Act of 1964.* In addition, answer in your journal, the question posed by Carolyn Maull McKinstry on page 205 in Chapter 17. “*We can, by law, change the outside*, I thought. *But we can’t’ so easily change people’s hearts. How do we change the inside?”* |
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| **ESSENTIAL QUESTION How do I cite sources when writing?** |
| **TASK: citing sources** |
| Standards:  **ELACC7W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **ELACC7W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade7.)  **ELACC7W6:** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.  **ELACC7W8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  **ELACC7SL5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.  Instruction:   * Conduct direct instruction on citing sources. Use the lesson here: <http://cybersmartcurriculum.org/researchinfo/lessons/6-8/how_to_cite_a_site/> to teach this standard. Other lessons can be found here: <http://www.readwritethink.org/classroom-resources/lesson-plans/research-building-blocks-cite-158.html>, or <http://www.teach-nology.com/tutorials/teaching/citing/> * **INFORMATIONAL/EXPLANATORY** (CONSTRUCTED IN TEAMS/PAIRS AS MULTIMEDIA PRESENTATION): Create a PowerPoint, Prezi (<http://prezi.com/>), or other multimedia presentation regarding the desegregation of the south. The presentation should hold no specific point of view; rather it should provide informational text, facts, statistics, quotes, and audio/visual pieces so as to inform the audience of this time period in America history.   **\*Assessment Opportunity** |
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| **ASSESSMENT 2:** *integrating reading selections from the unit into a writing task* |
| Argumentative: Malcolm X and Martin Luther King, Jr. disagreed as to the extent at which the problem of segregation should be solved. Malcolm X felt that the only way to fight for civil rights was through violent confrontation, while Dr. King’s was one of non-violence. Which leader would you stand by if they were still here today to fight the civil rights issue you feel is the biggest problem with our nation today? Support your stand with relevant facts based on your life or your community. In addition, include quotes and evidence from the texts to support your stand. |
| **SKILL BUILDILNG TASKS** *Note: tasks may take more than a single day.*  *Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.* |
| **ESSENTIAL QUESTION: How do I develop a strong opposing claim that is both relative and logical?** |
| **TASK: Understanding and developing arguments and relevant counter arguments** |
| Standards:  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  **ELACC7W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).   **ELACC7SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.   Instruction:   * Activator: Show “The Argument Clinic” performed by Monty Python. <http://www.youtube.com/watch?v=yTl9zYS3_dc> Conduct whole class discussion: How far does the argument progress? Why do you think the argument seems to stall? * Direct instruction on arguments using the lesson at Read, Write, Think as a starting point. <http://www.readwritethink.org/classroom-resources/lesson-plans/finding-common-ground-using-938.html?tab=3#tabs> (Note: You may choose to write a different Hypothetical Scenario depending on your students’ background knowledge.) * Direct Instruction on arguments using this lesson to show how arguments progress. <http://www.factchecked.org/Downloads/LessonPlans/BuildingaBetterArgument/building.better.argument.lesson.plan.pdf> * Divide class into groups. Put several argumentative topics into a bag and have each group select one from the bag. Using the skills learned in the lesson above, have students prepare a group argument either for or against their random topic. * Play the Horseshoe Game. Select an argumentative story from [www.tweentribune.com](http://www.tweentribune.com) and create a poll based one of the topics in the Opinion section. Allow students to choose sides by giving them 3 choices: yes, no, or maybe. Students write their response down on a piece of paper, but do not discuss it with anyone. Form a horseshoe with the yes side and no side facing each other and the maybes at the top of the horseshoe. The teacher stands in the middle. The teacher randomly throws a small object such as a tennis ball to students which become a signal for the student who catches it to talk. The receiving student expresses his or her vote and gives a 2 sentence reason why they feel that way. Once everyone has voiced their opinion, ask if anyone has changed sides. If they have, they move and then say why.   *Homework: Read Chapter 17-21 in While the World Watched. Find examples of counter arguments and explain how they are relevant and logically used in this text. Continue to add unknown words into your journal. Write a brief journal entry as to what you think should be done now that the three most influential people in the fight for civil rights are killed. How will the fight continue without its leaders?* |
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| **ESSENTIAL QUESTION How do events or ideas influence the lives of individuals?** |
| **TASK: Compare and Contrast the lives of two similar people dealing with the same situations** |
| Standards:  **ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **ELACC7RI5**: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  Instruction:   * Conduct paired reading of the biographies of Martin Luther King, Jr. ) <http://www.biography.com/people/martin-luther-king-jr-9365086> and Malcolm X <http://www.biography.com/people/malcolm-x-9396195>. * Students pair up to compare and contrast the lives of Martin Luther King, Jr. and Malcolm X by creating corresponding timelines. Present the timelines to the class. * Small groups: Create a Venn diagram of how the two men are similar and different in what they believed and how they lived. * Conduct whole group discussion: How do you think the lives of Dr. King and Malcolm X influenced young people like Carolyn Maull? They were grown men, yet their work greatly influenced America’s African-American youth. * Students write a newspaper editorial answering this question: Do you think there are people like Martin Luther King, Jr. and Malcolm X that can stir the youth of today, regardless of race? Why or why not? Who would that be? How would they create that same type of unity created by these two influential leaders?   **\*Assessment Opportunity** |
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| **ESSENTIAL QUESTION How does the author’s point of view distinguish his or her position from that of others?** |
| **TASK: Comparing and Contrasting two points of view on the same topic.** |
| Standards:  **ELACC7RI6:** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  **ELACC7RI8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  **ELACC7RI9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from and supports the argument presented.  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.  Instruction:   * Pair students to read background material from Malcolm X and Martin Luther King, Jr. regarding their views on solving the issue of Civil Rights. Conduct whole class discussion of how these are examples of formal style. What is the difference between formal style and informal style? Give students sticky notes and have them answer the question, “In what type of writing is formal and what type is informal?” Draw a T chart on the board with Formal and Informal as headings. Students will put their answers under the correct heading. * Conduct a mini-lesson on writing concluding statements. Use <http://www.proquestk12.com/curr/homework/reference_strats3.shtml> * Students partner up to examine the material. Determine what technique the writers have used. Compare answers with the rest of the class. They should pull evidence to support their findings from the text.   Homework: Read the online biographies of Nelson Mandela <http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html> and Mahatma Gandhi <http://history1900s.about.com/od/people/a/gandhi.htm> Compare and contrast these two civil rights leaders to Martin Luther King Jr. and Malcolm X. |
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| **ESSENTIAL QUESTION How does an author’s choice of words and phrases impact the meaning of the text?** |
| **TASK: Word Choice-Power Verbs** |
| Standards:  **ELACC7RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  **ELACC7W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  Instruction:   * Conducted whole class guided reading of *While the World Watched* Chapters 22 and 23. Pay particular attention to the flashback as told by Carolyn during the trial of Bobby Frank Cherry in Chapter 23. How might that flashback been beneficial to Carolyn’s testimony for Mr. Cherry? What, if anything, did this important turning point do for Carolyn? * Pair-research the trial of Bobby Frank Cherry, accused of bombing the Sixteenth Street Baptist Church. What evidence was presented that convicted him after all the years that had gone by? * Imagine you were the foreman of the jury at the trial of Bobby Frank Cherry, accused mastermind of the Sixteenth Street Baptist Church bombing. The local news station wants to interview you regarding the jury’s decision regarding the guilty verdict. What will you say? How did the facts that were presented affect the decision? What evidence was enough for the conviction? * Direct instruction on word choice in writing. Lesson ideas found here: <http://www.ttms.org/writing_quality/word_choice.htm> * Pair read “I, Too, Sing America” and “I Dream a World” by Langston Hughes. Students study word choice using these poems. How powerful are these word choices? Be specific with your answers. * Students read the biography of Langston Hughes <http://www.poets.org/poet.php/prmPID/83>. Which civil rights leader would Langston Hughes be most likely to follow, Martin Luther King, Jr. or Malcolm X? Why? What evidence from the text can you find to support your claim? * Students use the text of Chapter 17 to demonstrate the power of powerful verbs. Working with a partner, find 20 verbs that can be made into power verbs. Write choices on sticky notes and justify why you have chosen these particular power verbs. Create a chart with the sticky note choices to share with the class. * Conduct whole class guided reading of *Freedom Riders*. Have students look closely at the pictures and list possible power verbs that could be used to describe what is happening. * Students use the listed power verbs to write a summary of *Freedom Riders*.   **\*Assessment Opportunity**  Homework: Read the Epilogue on page 278 of *While the World Watched*. Write a book review. State whether you liked the book and why or why not. Cite text passages or other evidence from the book that support you views. |
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| **ESSENTIAL QUESTION How does the delivery of a speech affect the impact of the words?** |
| **TASK: Comparing and Contrasting written words to spoken words** |
| Standards:  **ELACC7RI7:** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).  **ELACC7SL2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  **ELACC7SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  **ELACC7SL4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  **ELACC7SL5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.  Instruction:   * Conduct whole class guided reading of “I Have a Dream” speech in class. Discuss specific phrases Dr. King uses in the speech and clarify areas of uncertainty. * Show the video clip of the same speech <http://www.teachertube.com/viewVideo.php?video_id=20916> * Pair-Share: Compare and contrast the two pieces and create a visual/graphic organizer to share with the class of the team findings. * Students evaluate delivery by responding to the Essential Question in a short essay. * Discuss in small groups, the relativity of the claims Dr. King makes in regards to the social atmosphere of the early 1960s in America. Has he or has he not made sound reasoning by using the claims he has chosen? Present findings to the class. * Conduct whole class guided reading of President Kennedy’s speech regarding civil rights. <http://www.americanrhetoric.com/speeches/jfkcivilrights.htm> Afterward listen to him deliver the speech. What do you hear in his voice that cannot be detected in the text of the speech? * Partner with a classmate and evaluate the speeches of Dr. King and President Kennedy. How does the delivery of each speech impact the words? Be specific and cite evidence from the audio.   **\*Assessment Opportunity** |
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| **ESSENTIAL QUESTION Why is it important to use logical reasoning in argumentative writing?** |
| **TASK: Logical Reasoning** |
| Standards:  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.   **ELACC7RI8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  **ELACC7SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  Instruction:   * As an activating strategy show Monty Python and The Holy Grail: “She’s a Witch” comedy sketch. <http://www.youtube.com/watch?v=zrzMhU_4m-g> How logical are the reasons used in this sketch? * Conduct a whole class discussion of the meaning of “logical”. Create a Frayer model on the board and allow students to complete it as a whole class activity. * Direct instruction on logical reasoning. Use the following video to assist this lesson. <http://www.youtube.com/watch?v=x4tTugqBkJU&feature=related> (Note: You may prefer to only show the section only on Logos or logical reasoning. Higher level classes could use the entire video clip) * Work in small groups to create a word splash using “Logical Reasoning”. Illustrate the splash with examples of logical reasoning. * Students create a secret code to write messages to friends. <http://www.education.com/activity/article/invent_a_secret_code/> * Work with a partner to find Dr. King’s logical reasoning in “Letter from Birmingham Jail” found here <http://web.cn.edu/kwheeler/documents/letter_birmingham_jail.pdf> or find it in *While the World Watched,* Chapter 6. Share your findings with two other groups and compile a master list of findings. Share your master list with the class. Do others agree or disagree with what the group has found? |
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| **ESSENTIAL QUESTION What words can I use to help my argument become more persuasive?** |
| **TASK: Powerful Persuasive Words** |
| Standards:  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.   1. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.   **ELACC7W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).   **ELACC7RI5**: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  **ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  Instruction:   * Show the following video clip. “Magic Words of Persuasion”. <http://www.youtube.com/watch?v=wfbH3r-A7mw&feature=related> Students should take notes as they watch. * Students pair up to conduct their own survey research to find how useful the powerful persuasive words work. Choose one of the words presented in the video and make notes as to the responses you get when you use them versus the time when you do not use them. Do you get similar responses? * Look through the Freedom Riders and find examples of powerful persuasion words. Select 3 sentences in which they are used and write them on a piece of colored paper. What color of paper would you use to help illustrate the powerfulness of this statement? * Conduct small group readings of the text regarding the history of apartheid in South Africa here: <http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html> and The Civil Rights Movement here: <http://www.jfklibrary.org/JFK/JFK-in-History/Civil-Rights-Movement.aspx> How is apartheid similar yet different from the civil rights African-Americans were experiencing? * Pair students to create posters advertising for people to join the Freedom Riders. Use persuasion words to help your cause. |
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| **ESSENTIAL QUESTION What differences and similarities can I find when comparing texts with similar topics?** |
| **TASK: Comparing and contrasting similar texts** |
| Standards:  **ELACC7RI9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.  **ELACC7RI8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  **ELACC7W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **ELACC7W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade7.)  **ELACC7W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.  b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the  reasoning is sound and the evidence is relevant and sufficient to support the claims”).  **ELACC7W10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) or a range of discipline-specific tasks, purposes, and audiences.  Instruction:   * Direct Instruction of The United Nations Declaration of Human Rights: Lessons and documents found here. <http://www.un.org/cyberschoolbus/humanrights/index.asp> * Conduct a whole class guided reading of the “US Bill of Rights”. <http://www.ushistory.org/documents/amendments.htm> Which right do you feel is the most important right? Why do you feel this way? * Respond to the prompt as a letter to the editor of a newspaper: Which is more important, the Bill of Rights or Human Rights? Why? Give specific examples using any of the text you have read in this unit or a personal experience you have had to back your opinion. * Small groups create a public service advertisement for a magazine using the right that you feel is the most important. What images will you choose to get your point across to the public? * What if you could create a right to add to the existing Bill of Rights or Human Rights? What would you add? Is your request one that is considered logical and reasonable? How would you argue that your addition would be beneficial to everyone? Write a proposal to the United Nations or your state Senator explaining your “right”. Support your proposal citing evidence of the benefits it would bring. Request that your proposal be brought up for a vote.   **\*Assessment Opportunity** |
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| **ESSENTIAL QUESTION How can learn Greek and Latin affixes and roots help me unlock the meaning of unknown words?** |
| **TASK: Greek and Latin affixes and roots - Module 2** |
| Standards:  **ELACC7L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  **ELACC7L6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  **ELACC7L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*    Instruction:   * As an activator, show the PowerPoint presentation Greek-Latin History. * Conduct whole class discussion of differences between prefix and suffix Ask students what the difference is between *preview, previews, previewing, previewed*? Ask students to put the words in a sentence to explore their different meanings. In discussing the other suffixes, ask students what words end with ‐*tion, ‐ness,* or *‐ly*. Stress the idea that prefixes change the word’s meaning (e.g., preview versus review), but suffixes change the function of the word in a sentence as in the example *fair* (an adjective) to *fairly* (an adverb) to *fairness* (a noun). * Conduct direct instruction with whole group to introduce twelve to fifteen Greek and Latin affixes and roots. Four sample lists of affixes, roots, and the associated vocabulary word are included in this unit (Greek and Latin Tasks) and are separated by Module numbers.) Teachers should feel free to develop his or her list of affixes and roots and the associated vocabulary words. Extensive lists can be found here:   + <http://www.adlit.org/article/40406/>   + <http://english.glendale.cc.ca.us/roots.dict.html>   + <http://www.factmonster.com/ipka/A0907017.html>   + <https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm>?...   + <http://quizlet.com/5554843/greek-and-latin-affixes-and-roots-with-definitions-for-derivational-reading-stage-flash-cards/>   + <http://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English>   + <http://www.learnthat.org/pages/view/roots.html>   + <https://sites.google.com/site/msclineswebsite/greek-latin-roots-prefixes-suffixes>   + <http://www.quia.com/files/quia/users/lauragraham/Latin-and-Greek-Roots-and-Affixes>   + [www.lesd.k12.az.us/webpages/jclark/files/rootslist.pdf](http://www.lesd.k12.az.us/webpages/jclark/files/rootslist.pdf)   + <http://mrsogle.wikispaces.com/Greek+and+Latin+Roots+Lists>   + <http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CER_LP_S02_BE_L07_I06_01.pdf> (Note: This is a lesson, but includes lists.)   + [www.meridianschools.org/Staff/.../common\_**affixes**.doc](http://www.meridianschools.org/Staff/.../common_affixes.doc)   + <http://www.asdk12.org/middlelink/LA/vocabulary/forms/Greek_Latin_Roots.pdf> (differentiated by academic subject) * Students create a Greek and Latin Roots art book. Lesson plan found here: <http://all4teachers.wikispaces.com/file/view/TheGreekandLatinRootsandStemsArtBookLess_2.pdf> * Using unit texts, students actively seek words using assigned roots and affixes as they read. Log each word and its definition in a personal dictionary to be used throughout the course of study in the unit. * Students use words introduced in this lesson when completing writing tasks in the unit. * Board Race: Play this game as a review. Divide the class into two teams. Each team will send one teammate to the board. The elected teammate will hold a marker in hand and face the class. The teacher will then randomly call out either the meaning of an affix or root, or the definition of an assigned word. As soon as the student has the answer, they write it on the board (spelling counts). If they do not know it, they can hand the marker off to another teammate who does. The first student to write the answer correctly wins a point for his or her team. That person will remain at the board and the other team sends up a new player. The winning player may remain at the board for up to three plays and then must turn the marker over to a teammate. The game ends when all roots and affixes and definitions have been called or you may repeat as time allows. The team with the most points wins. (Notes: As you add new roots, affixes, and vocabulary words to your students’ vocabulary throughout the year, continue to play the game using previous words, affixes, and roots. Additionally, this game can be adapted for play using multiple meaning words.) * Students create their own vocabulary board game <http://www.brighthubeducation.com/middle-school-english-lessons/35437-make-a-classroom-board-game-to-learn-greek-and-latin-root-words/> * Lesson plan for teaching affixes and roots here: <http://rpdp.net/files/ccss/ELA/ELA_9-10_Curr_Res/Language%209-10/Language%20Standard%204%20%289-10%29.pdf> * Choose from this selection of graphic organizers for vocabulary: <http://notebookingfairy.com/2011/05/vocabulary-notebooking-pages/> * Conduct direct instruction on writing meaningful sentences using the PowerPoint presentation “Meaningful Sentences” * Student pairs create “meaningful sentences” of selected vocabulary words. * LEGOS: Individually or in pairs, students create nonsense words using roots and affixes to construct them similar to how Legos are used. After the words are formed, they should then use the new words in meaningful sentences and write them on sentence strips which can then be shared with the class. Display the strips in either in the classroom or hallway to promote vocabulary conversations. * Using the vocabulary words, students work with a partner to write sentences on the topic of civil rights, segregation, apartheid, or human rights. * Students create flashcards of affixes, roots, and vocabulary words. Online sources: <http://www.scholastic.com/kids/homework/flashcards.htm> , <http://www.kitzkikz.com/flashcards/> , <http://cambridgeenglishonline.com/Flashcard_maker/> * Vocabulary Sort: Create a chart of the vocabulary word and the definition. Print it out, laminate (for extended use), and cut apart. Place pieces in a small plastic bag or envelope. Students may work individually or with a partner to put the pieces back together again. You can also use this as a game by having partners play other pairs of students. * Teacher completes the Password Vocabulary Review template using selected roots, affixes, and words. Follow the directions on the template for playing the game. * Teacher completes the Vocabulary Bingo template with selected roots, affixes, and words. Students play Bingo with the cards as completed * Students play “Draw Something” or “Pictionary” on the board as a whole class game or in small teams.   **\*Assessment Opportunity**  **(DISCLAIMER: The affixes, roots, and vocabulary represented in these lessons should by no means insinuate that these will be found on any state or federal assessment. The Georgia ELA common Core Standard, ELACC7L4c, only states that the choices be common and grade appropriate. The choices represented here are just that. Please feel free to choose other affixes and roots to use at your discretion.)** |

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| **ASSESSMENT 3:** *integrating reading selections from the unit into a writing task* |
| Argumentative: What if a new Georgia law was currently being argued by the Georgia legislature stating that no female student shall attend school with male students, and that teachers of a single-gender school must be of the same gender? How would you react? What about your parents? What evidence will you argue to substantiate your beliefs so your representative would vote your way? |
| **SKILL BUILDILNG TASKS** *Note: tasks may take more than a single day.*  *Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.* |
| **ESSENTIAL QUESTION How can understanding different points of view help me to better understand the topic?** |
| **TASK: point of view** |
| Standards:  **ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **ELACC7RI6:** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  **ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **ELACC7RI6:** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  **ELACC7L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a  word or determine or clarify its precise meaning or its part of speech.   1. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   Instruction:   * Students pair up to listen to podcasts of fifteen people who lived during the time of the Jim Crow laws. These are their personal experiences. <http://www.pbs.org/wnet/jimcrow/stories_narratives.html> When they have listened to the stories, have them retell the class the stories they have hear. * Small groups will create a Persuasive podcast using the lesson found here: <http://www.readwritethink.org/classroom-resources/lesson-plans/creating-persuasive-podcast-1173.html> Adapt the lesson as needed. * In small groups or pairs, read “What was Jim Crow?” <http://www.ferris.edu/jimcrow/what.htm> for a more detailed explanation of Jim Crow laws. Write a personal reflection on your feelings about these laws. How willing would you be to enforce these laws before the Civil Rights Movement? * Conduct whole group guided reading of the “Georgia Jim Crow Laws”: Georgia Jim Crow Laws <http://www.jimcrowhistory.org/scripts/jimcrow/insidesouth.cgi?state=Georgia>. How do these laws compare to the laws of the land? Did they work in addition to the standard Jim Crow laws? Why do you think Georgia had to write its own set of Jim Crow laws? * Using “What was Jim Crow?” students will create a list of unfamiliar vocabulary terms and use either an online dictionary or classroom dictionary to determine and note the word meanings. Students will add these terms to their personal dictionary. |
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| **ESSENTIAL QUESTION How do I determine what research information should be included in order to make my argument solid?** |
| **TASK: research skills** |
| Standards:  **ELACC7RI1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **ELACC7W7:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  e. Establish and maintain a formal style.  f. Provide a concluding statement or section that follows from and supports the argument presented.  **ELACC7W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **ELACC7SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  **ELACC7SL5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points  Instruction:   * Student pairs research current statistics on Gender Based schools via Internet. * Students develop questions for and conduct an Internet survey of parents, teachers, and peers to find out their personal opinions on gender-based schools and classrooms using Survey Monkey [www.surveymonkey.com](http://www.surveymonkey.com) or Zoomerang [www.zoomerang.com](http://www.zoomerang.com) (both offer limited free use). * Students write a detailed summary of the Internet survey results. * Students create a chart, graph, or other visual aid to show the Internet survey results. * Imagine you are a school board member. Write a letter to your constituents regarding the recent decision to turn your middle school into two separate, but equal, schools based on gender. What will you tell them in order to persuade them that this is the best course of action in increasing student performance? Be sure to cite your sources when offering support for your opinion. * Imagine you are the parent of children who will be attending newly formed gender-based schools. What are your feelings about this? What if you have both a son and a daughter? What impact will the two separate schools have on you as a parent and them as siblings? Write a letter to the editor of your local newspaper. Be sure to cite your sources when offering support for your opinion.   *Research information can be found here:*  *Legislative Brief: Gender-Based Education:* [*http://legis.wisconsin.gov/lrb/pubs/Lb/06Lb4.pdf*](http://legis.wisconsin.gov/lrb/pubs/Lb/06Lb4.pdf)  *Example of a memo to governor regarding proposal:* [*http://www.mainecf.org/portals/0/pdfs/6/ps/ammurphy.pdf*](http://www.mainecf.org/portals/0/pdfs/6/ps/ammurphy.pdf)  *Newspaper article:* [*http://www.nytimes.com/2008/03/02/magazine/02sex3-t.html?\_r=2&oref=slogin*](http://www.nytimes.com/2008/03/02/magazine/02sex3-t.html?_r=2&oref=slogin)  *Newspaper article:* [*http://www.enquirer.com/editions/2004/08/25/loc\_loc3kygend.html*](http://www.enquirer.com/editions/2004/08/25/loc_loc3kygend.html)  *Article available through GALILEO:* [*http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?\_nfpb=true&\_&ERICExtSearch\_SearchValue\_0=EJ519697&ERICExtSearch\_SearchType\_0=no&accno=EJ519697*](http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=EJ519697&ERICExtSearch_SearchType_0=no&accno=EJ519697)  **\*Assessment Opportunity** |
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| **ESSENTIAL QUESTION How do the types of sentences allow the author to show differing relationships among ideas?** |
| **TASK: sentence types** |
| Standards:  **ELACC7L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  **ELACC7SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  **ELACC7SL4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  **ELACC7SL6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)  **ELACC7W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  Instruction:   * Conduct whole class discussion of the video clip “Children arguing: How NOT to Argue your point”: <http://www.youtube.com/watch?feature=endscreen&NR=1&v=CVKojginwj0> Why do you think no one will win the argument? How might you argue with your sibling differently? What would you say that would win your argument? What part does sentence structure play in this argument? * Sentence puzzles: Print out a copy of President Kennedy’s speech about segregation <http://www.americanrhetoric.com/speeches/jfkcivilrights.htm> Students will partner up and locate and cut out the compound, complex, and compound-complex sentences. Cut these sentences into pieces separating independent clauses from dependent clauses, taking care to keep paragraphs together as you go. Put them into and envelopes to prepare for play. Swap envelopes with the classes so that students will not be playing with their own. Have them arrange the sentences back into complete sentences and then paragraphs. Once satisfied with their paragraph, they must glue it to paper (construction or other colorful paper) and combine those papers with others in the classroom. As in preparation, students may work in pairs to complete the activity. * Imagine you lived during the time of desegregation. Write five days worth of diary entries regarding your first week in an integrated school. Include a variety of sentences using compound, complex, and compound-complex. * Direct Instruction for how to debate. Find explicit points here <http://www.bookrags.com/articles/31.html> Use these to develop a presentation (PowerPoint, Prezzi, etc.). Show this clip on a debate regarding rappers as role models. <http://www.youtube.com/watch?v=cOebyD_KsCE&feature=related> Students write their opinion regarding rappers as role models for young people, citing evidence from the video. * Establish debate teams. Divide class into two groups and assign a common topic for middle school students (e.g. Middle school students should be allowed to go out on dates) or any topic that is relevant to your school and community. Student should keep in mind that no matter what team they are on, they should state their arguments in complete sentences, choosing sentence types that will firmly support their argument.   **\*Assessment Opportunity** |
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| **ESSENTIAL QUESTION Why do authors sometimes use actual historical events in their writing?** |
| **TASK: The value of historical events** |
| Standards:  **ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **ELACC7RI5**: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  **ELACC7RI1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **ELACC7W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of  the same period as a means of understanding how authors of fiction use or alter history”).  **ELACC7W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **ELACC7SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back  on topic as needed.  d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.  **ELACC7SL2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  Instruction:   * Conduct teacher read aloud of Chapter 5 in *Roll of Thunder, Hear My Cry*. Have students re-read Chapter 2 of *While the World Watched*. In what way does the fiction found in *Roll of Thunder, Hear My Cry* compare to that in the true events happening to Carolyn Maull McKinstry in *While the World Watched*? Create a diagram to compare and contrast the events. What textual evidence can you cite that will support your choices? * Respond in a journal entry to the following: Why do you think some authors choose to use actual events when writing fictional texts? How do actual events affect a reader? * Tells students that you are going to show them a trailer (vocabulary opportunity) of a popular movie. Explain that as they watch they should consider the scenes that are shown and how historically accurate they are. Show the trailer from the movie *The Help* (<http://www.youtube.com/watch?v=J_ajv_6pUnI>) Discuss what they have seen after the video. According to what you have just seen, what Jim Crow laws are the focus of this movie? * Imagine you are traveling in another country. While traveling through you come to a town where all of the restaurants, hotels, and public restrooms have an American flag with the universal “NO” symbol. What will you do? How will you cope? Write a letter home to your family about your travels and the problems you have encountered. * Imagine your letters home from your travels will be turned into a fictional movie. Write a scene from your movie based on your letter. How will you incorporative the actual events into a fictional movie?   **\*Assessment Opportunity** |
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| **ESSENTIAL QUESTION How do I correctly punctuate coordinating adjectives?** |
| **TASK: coordinating adjectives** |
| Standards:  **ELACC7RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  **ELACC7L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  **ELACC7W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  Instruction:   * Direct instruction of coordinating adjectives. Write examples of sentences with coordinating adjectives on the board replacing commas with the word “and”. Ask students to find errors in the sentences. When they pick up on the idea that the “and” should not be there, ask why? Point out that the words that are being separated by the “and” are adjectives and they require a comma rather than an “and” to separate them. * Students create ten sentences of varied types (simple, compound, complex, compound-complex) that include coordinating conjunctions. * Students write an opinion paragraph regarding segregation of math and science classes by gender. Examples of coordination adjectives should be included as well as a variety of sentence types. * Students use any of the texts to find examples of coordinating adjectives. List them on paper and then create a small poster using markers or colored pencils randomly placing their findings on the poster board or construction paper.   **\* Assessment opportunity** |
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| **ESSENTIAL QUESTION How can I eliminate words yet keep the general meaning?** |
| **TASK: conciseness, redundancy, wordiness** |
| Standards:  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.  d. Establish and maintain a formal style.  **ELACC7L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*  **ELACC7W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **ELACC7W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade7.)  **ELACC7W6:** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.  Instruction:   * Students create a word splash for concise, redundant, and wordy. * Direct instruction for concise sentences using social media as a tool such as Twitter which will only allow the sender to 140 words or less in a “tweet” (Need Twitter help? <http://mashable.com/guidebook/twitter/>). An excellent lesson on concise writing can be found here: [http://learning.blogs.nytimes.com/2011/03/28/less-is-more-using-social-media-to-inspire-concise-writing/#](http://learning.blogs.nytimes.com/2011/03/28/less-is-more-using-social-media-to-inspire-concise-writing/) * Create a Twitter account for students so that they may practice concise writing. * Establish an Edmodo account ([www.edmodo.com](http://www.edmodo.com)) Set up a class and allow students to post and ask questions regarding lessons or other various teacher led discussions. Limit responses on Edmodo to 150 characters of less. * Conduct a whole class lesson on revision using the lesson found here: <http://writingfix.com/process/Revision/Owl_Moon.htm>. This lesson offers a very good lesson regarding redundancy and sentence length. (Note: While this lesson calls for the use of Jane Yolen’s book, *Owl Moon*, which is well below the Lexile level for seventh grade, *Roll of Thunder, Hear My Cry* could be used in its place.) * Interactive practice with wordiness can be found here: <http://academic.scranton.edu/department/ctletutorials/concision/wordiness.html> * Students practice revising sentences for conciseness here: <http://grammar.about.com/od/words/a/praclutterex.htm> * Direct instruction using PowerPoint presentation for Redundancy and Wordiness: [www.siskiyous.edu/writinglab/powerpoints/redundancy.ppt](http://www.siskiyous.edu/writinglab/powerpoints/redundancy.ppt) * Interactive redundancy exercises can be engaged here: <http://en.wikipedia.org/wiki/User:Tony1/Redundancy_exercises:_removing_fluff_from_your_writing> |
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| **ESSENTIAL QUESTION How can synonyms and antonyms be useful when writing informational text?** |
| **TASK: synonyms and antonyms** |
| Standards:  **ELACC7L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word  or determine or clarify its precise meaning or its part of speech.  **ELACC7L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  **ELACC7L6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Instruction:   * Model how to use a thesaurus for finding synonyms and antonyms. Thesaurus may be books or electronic based ([www.thesaurus.com](http://www.thesaurus.com)). Students will then use the thesaurus to do a word search game. Select various words from any of the texts used so far. Call out the word and have students quickly look up either a synonym or antonym (your call). You could play this in either teams, small groups, or in pairs. The first group to call out a correct answer wins a point for their team. * Play the online game Same Difference for students to find synonyms and antonyms. <http://www.fen.com/studentactivities/sameDiff/samediff.html> * Play the online game Word Frog to match up synonyms and antonyms <http://www.arcademicskillbuilders.com/> * Using the Synonym-Antonym Chart, print out copies and cut up each square. Put the pieces into envelopes. Have students put the items back in order. * Give students a blank copy of the Synonym-Antonym Chart. Supply students with various words (vocabulary words, LOTS, etc.) and have them work in pairs to complete the chart. Students may use this site to help find synonyms and antonyms <http://synonym-antonym.com/> * Students write sentences using the synonyms and antonyms on their completed chart. Write one sentence using the original word, one using the word’s synonym, and one using the word’s antonym. * Listen to the song “We Shall Overcome” Pete Seeger (video with lyrics) and read the history of the song. <http://www.youtube.com/watch?v=QhnPVP23rzo&feature=results_video&playnext=1&list=PLB3605BF49C3F261D>, lyrics and history: <http://www.k-state.edu/english/nelp/american.studies.s98/we.shall.overcome.html> (Note: There is a spelling error on one of the slides. Allow students to point this out and remind them that proofreading is important.). This became an anthem during times of struggle, why do you think that it was so popular during times like this? * Conduct small groups to allow students to write their own human rights anthem.   **\*Assessment Opportunity** |
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| **ESSENTIAL QUESTION How can the use of figurative language be beneficial in information texts?** |
| **TASK: figurative language** |
| Standards:  **ELACC7L5**: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  **ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **ELACC7RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  Instruction:   * Conduct class survey of familiarity of Jackie Robinson. Who was he? What did he do? * Show the Jackie Robinson biography, (video Part 1 and 2 and accompanying text) <http://www.biography.com/people/jackie-robinson-9460813> (Note: There are two parts to the video clip. Part 2 deals with Robinson’s involvement with civil rights.) As students watch the video of Jackie Robinson, listen for examples of figurative language. When the video is finished, give students a copy of the text so that students can search for those examples of figurative language. Circle all of the similes, underline the metaphors, highlight the personification, box in the hyperboles, and cross out the idioms. How does this figurative language help you visualize what the speaker is saying? * Students create a folded graphic organizer by folding a piece of construction paper into fourths (as if creating a card) and then fold down the common corner so that if creates a triangle shape. When you open the paper, it should have a diamond shaped crease in the center. Label each section with simile, metaphor, personification, and hyperbole. The center diamond should be labeled as idiom. Using this organizer and *While the World Watched* or *Freedom Riders*, students will find examples of all of these and record them on the organizer. |
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| **ESSENTIAL QUESTION How do I determine the meaning of an unknown word?** |
| **TASK: inferred meanings and context clues** |
| Standards:  **ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **ELACC7RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  **ELACC7L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or  phrase.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  **ELACC7L6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  Instruction:   * Conduct whole class review of inference by showing one of the silent film clips here <http://listverse.com/2010/01/27/top-15-greatest-silent-films/> Explain that they will have to make up the words as there are no words in the first movies made. When the clip is over with, have them tell you what they saw. What was going on in the movie? Ask them how they know this (evidence). Tell them that often times, inference can be used to unlock the meaning of an unknown word using context clues. * Return to Sender: Model writing a note using only inferences on the board. Allow the class to determine what the note meant. Then have students will write a note to a classmate using only inferences. After the classmate has read the note, he or she will write what the author of the note meant on the back of the note and then return it to the sender. * Students perform Neutral Dialogue as a means to understand inference. Students should read the script and decide what is going on before performing. The class can then determine what has happened based on the actor’s expressions and tone of voice. Here are some sites that offer neutral dialogue scripts: <http://neutralscript.blogspot.com/> , <http://www.folger.edu/documents/DanRockscript.pdf> , <http://apellerine.wordpress.com/2011/03/23/drama-verbal-action-neutral-script/> * Print copies of the following biographies, Nelson Mandela <http://www.nobelprize.org/nobel_prizes/peace/laureates/1993/mandela-bio.html> and Mahatma Gandhi <http://history1900s.about.com/od/people/a/gandhi.htm> and distribute to students. As they read, they should select words that they do not know. Have them try to discover the meaning using inference through the use of context clues. Students should use the Context Clues Graphic Organizer. * Students can play any of the interactive context clues games found here <http://www.woodland.k12.mo.us/faculty/rgarner/Reading/context_clues.htm>. |
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| **ESSENTIAL QUESTION How can learn Greek and Latin affixes and roots help me unlock the meaning of unknown words?** |
| **TASK: Greek and Latin affixes and roots - Module 3** |
| Standards:  **ELACC7L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  **ELACC7L6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  **ELACC7L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*    Instruction:   * As an activator, show the PowerPoint presentation Greek-Latin History. * Conduct whole class discussion of differences between prefix and suffix Ask students what the difference is between *preview, previews, previewing, previewed*? Ask students to put the words in a sentence to explore their different meanings. In discussing the other suffixes, ask students what words end with ‐*tion, ‐ness,* or *‐ly*. Stress the idea that prefixes change the word’s meaning (e.g., preview versus review), but suffixes change the function of the word in a sentence as in the example *fair* (an adjective) to *fairly* (an adverb) to *fairness* (a noun). * Conduct direct instruction with whole group to introduce twelve to fifteen Greek and Latin affixes and roots. Four sample lists of affixes, roots, and the associated vocabulary word are included in this unit (Greek and Latin Tasks) and are separated by Module numbers.) Teachers should feel free to develop his or her list of affixes and roots and the associated vocabulary words. Extensive lists can be found here:   + <http://www.adlit.org/article/40406/>   + <http://english.glendale.cc.ca.us/roots.dict.html>   + <http://www.factmonster.com/ipka/A0907017.html>   + <https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm>?...   + <http://quizlet.com/5554843/greek-and-latin-affixes-and-roots-with-definitions-for-derivational-reading-stage-flash-cards/>   + <http://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English>   + <http://www.learnthat.org/pages/view/roots.html>   + <https://sites.google.com/site/msclineswebsite/greek-latin-roots-prefixes-suffixes>   + <http://www.quia.com/files/quia/users/lauragraham/Latin-and-Greek-Roots-and-Affixes>   + [www.lesd.k12.az.us/webpages/jclark/files/rootslist.pdf](http://www.lesd.k12.az.us/webpages/jclark/files/rootslist.pdf)   + <http://mrsogle.wikispaces.com/Greek+and+Latin+Roots+Lists>   + <http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CER_LP_S02_BE_L07_I06_01.pdf> (Note: This is a lesson, but includes lists.)   + [www.meridianschools.org/Staff/.../common\_**affixes**.doc](http://www.meridianschools.org/Staff/.../common_affixes.doc)   + <http://www.asdk12.org/middlelink/LA/vocabulary/forms/Greek_Latin_Roots.pdf> (differentiated by academic subject) * Students create a Greek and Latin Roots art book. Lesson plan found here: <http://all4teachers.wikispaces.com/file/view/TheGreekandLatinRootsandStemsArtBookLess_2.pdf>. * Using unit texts, students actively seek words using assigned roots and affixes as they read. Log each word and its definition in a personal dictionary to be used throughout the course of study in the unit. * Students use words introduced in this lesson when completing writing tasks in the unit. * Board Race: Play this game as a review. Divide the class into two teams. Each team will send one teammate to the board. The elected teammate will hold a marker in hand and face the class. The teacher will then randomly call out either the meaning of an affix or root, or the definition of an assigned word. As soon as the student has the answer, they write it on the board (spelling counts). If they do not know it, they can hand the marker off to another teammate who does. The first student to write the answer correctly wins a point for his or her team. That person will remain at the board and the other team sends up a new player. The winning player may remain at the board for up to three plays and then must turn the marker over to a teammate. The game ends when all roots and affixes and definitions have been called or you may repeat as time allows. The team with the most points wins. (Notes: As you add new roots, affixes, and vocabulary words to your students’ vocabulary throughout the year, continue to play the game using previous words, affixes, and roots. Additionally, this game can be adapted for play using multiple meaning words.) * Students create their own vocabulary board game <http://www.brighthubeducation.com/middle-school-english-lessons/35437-make-a-classroom-board-game-to-learn-greek-and-latin-root-words/>. * Lesson plan for teaching affixes and roots here: <http://rpdp.net/files/ccss/ELA/ELA_9-10_Curr_Res/Language%209-10/Language%20Standard%204%20%289-10%29.pdf>. * Choose from this selection of graphic organizers for vocabulary: <http://notebookingfairy.com/2011/05/vocabulary-notebooking-pages/>. * Conduct direct instruction on writing meaningful sentences using the PowerPoint presentation “Meaningful Sentences” * Student pairs create “meaningful sentences” of selected vocabulary words. * LEGOS: Individually or in pairs, students create nonsense words using roots and affixes to construct them similar to how Legos are used. After the words are formed, they should then use the new words in meaningful sentences and write them on sentence strips which can then be shared with the class. Display the strips in either in the classroom or hallway to promote vocabulary conversations. * Using the vocabulary words, students work with a partner to write sentences on the topic of civil rights, segregation, apartheid, or human rights. * Students create flashcards of affixes, roots, and vocabulary words. Online sources: <http://www.scholastic.com/kids/homework/flashcards.htm> , <http://www.kitzkikz.com/flashcards/> , <http://cambridgeenglishonline.com/Flashcard_maker/>. * Vocabulary Sort: Create a chart of the vocabulary word and the definition. Print it out, laminate (for extended use), and cut apart. Place pieces in a small plastic bag or envelope. Students may work individually or with a partner to put the pieces back together again. You can also use this as a game by having partners play other pairs of students. * Teacher completes the Password Vocabulary Review template using selected roots, affixes, and words. Follow the directions on the template for playing the game. * Teacher completes the Vocabulary Bingo template with selected roots, affixes, and words. Students play Bingo with the cards as completed * Students play “Draw Something” or “Pictionary” on the board as a whole class game or in small teams.   **\*Assessment Opportunity**  **(DISCLAIMER: The affixes, roots, and vocabulary represented in these lessons should by no means insinuate that these will be found on any state or federal assessment. The Georgia ELA common Core Standard, ELACC7L4c, only states that the choices be common and grade appropriate. The choices represented here are just that. Please feel free to choose other affixes and roots to use at your discretion.)** |
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| **ASSESSMENT 4:** *integrating reading selections from the unit into a writing task* |
| Argumentative: Write a letter to the editor of the *Atlanta Journal Constitution* stating your position on a current civil rights or human rights issue. You may want to consider issues such as handicapped access to public places, bullying, girls being allowed to play varsity football, etc. Be sure to construct a cogent argument with plenty of supporting evidence. |
| **SKILL BUILDILNG TASKS** *Note: tasks may take more than a single day.*  *Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.* |
| **ESSENTIAL QUESTION How can learn Greek and Latin affixes and roots help me unlock the meaning of unknown words?** |
| **TASK: Greek and Latin affixes and roots - Module 4** |
| Standards:  **ELACC7L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  **ELACC7L6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  **ELACC7L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*    Instruction:   * As an activator, show the PowerPoint presentation Greek-Latin History. * Conduct whole class discussion of differences between prefix and suffix Ask students what the difference is between *preview, previews, previewing, previewed*? Ask students to put the words in a sentence to explore their different meanings. In discussing the other suffixes, ask students what words end with ‐*tion, ‐ness,* or *‐ly*. Stress the idea that prefixes change the word’s meaning (e.g., preview versus review), but suffixes change the function of the word in a sentence as in the example *fair* (an adjective) to *fairly* (an adverb) to *fairness* (a noun). * Conduct direct instruction with whole group to introduce twelve to fifteen Greek and Latin affixes and roots. Four sample lists of affixes, roots, and the associated vocabulary word are included in this unit (Greek and Latin Tasks) and are separated by Module numbers.) Teachers should feel free to develop his or her list of affixes and roots and the associated vocabulary words. Extensive lists can be found here:   + <http://www.adlit.org/article/40406/>   + <http://english.glendale.cc.ca.us/roots.dict.html>   + <http://www.factmonster.com/ipka/A0907017.html>   + <https://www.msu.edu/~defores1/gre/roots/gre_rts_afx2.htm>?...   + <http://quizlet.com/5554843/greek-and-latin-affixes-and-roots-with-definitions-for-derivational-reading-stage-flash-cards/>   + <http://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English>   + <http://www.learnthat.org/pages/view/roots.html>   + <https://sites.google.com/site/msclineswebsite/greek-latin-roots-prefixes-suffixes>   + <http://www.quia.com/files/quia/users/lauragraham/Latin-and-Greek-Roots-and-Affixes>   + [www.lesd.k12.az.us/webpages/jclark/files/rootslist.pdf](http://www.lesd.k12.az.us/webpages/jclark/files/rootslist.pdf)   + <http://mrsogle.wikispaces.com/Greek+and+Latin+Roots+Lists>   + <http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/CER_LP_S02_BE_L07_I06_01.pdf> (Note: This is a lesson, but includes lists.)   + [www.meridianschools.org/Staff/.../common\_**affixes**.doc](http://www.meridianschools.org/Staff/.../common_affixes.doc)   + <http://www.asdk12.org/middlelink/LA/vocabulary/forms/Greek_Latin_Roots.pdf> (differentiated by academic subject) * Students create a Greek and Latin Roots art book. Lesson plan found here: <http://all4teachers.wikispaces.com/file/view/TheGreekandLatinRootsandStemsArtBookLess_2.pdf>. * Using unit texts, students actively seek words using assigned roots and affixes as they read. Log each word and its definition in a personal dictionary to be used throughout the course of study in the unit. * Students use words introduced in this lesson when completing writing tasks in the unit. * Board Race: Play this game as a review. Divide the class into two teams. Each team will send one teammate to the board. The elected teammate will hold a marker in hand and face the class. The teacher will then randomly call out either the meaning of an affix or root, or the definition of an assigned word. As soon as the student has the answer, they write it on the board (spelling counts). If they do not know it, they can hand the marker off to another teammate who does. The first student to write the answer correctly wins a point for his or her team. That person will remain at the board and the other team sends up a new player. The winning player may remain at the board for up to three plays and then must turn the marker over to a teammate. The game ends when all roots and affixes and definitions have been called or you may repeat as time allows. The team with the most points wins. (Notes: As you add new roots, affixes, and vocabulary words to your students’ vocabulary throughout the year, continue to play the game using previous words, affixes, and roots. 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| **ESSENTIAL QUESTION How does and author’s interpretation of the facts shape their presentation of information?** |
| **TASK: Same topic, different evidence** |
| Standards:  **ELACC7RI1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **ELACC7RI2:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  **ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **ELACC7RI6:** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  **ELACC7RI9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.  Instruction:   * Conduct a whole class lesson on the Japanese American Interment video and lesson can be found here: <http://www.digitalhistory.uh.edu/learning_history/japanese_internment/internment_menu.cfm>. * Students will partner together to read the various accounts of internment here: <http://www.digitalhistory.uh.edu/learning_history/japanese_internment/internment_experience.cfm>. * After reading the stories, the pairs will share with the class the story they read. After all have been shared, conduct a class discussion of the various stories, comparing and contrasting them. Is there a thread here? What appears to be the same in each story? What is different? |
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| **ESSENTIAL QUESTION How do ideas influence authors to write with a specific purpose?** |
| **TASK: author’s purpose** |
| Standards:  **ELACC7RI2:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.  **ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **ELACC7RI6:** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  Instruction:   * Conduct a mini-lesson on author’s purpose found here <http://www.polk-fl.net/staff/teachers/reading/documents/SeptemberFOCUSCalendarMiddleSchool.pdf>. * Students should locate the informational text, Japanese American Internment during WWII at <http://www.asian-nation.org/internment.shtml>. and read the information found there. Summarize what you have read in your reading journal. * Conduct paired reading of the Clara Breed Collection: letters from children in the Japanese-American concentration camps to a local librarian <http://www.janm.org/collections/clara-breed-collection/>. Why did these children write to Mrs. Breed? Who was affected most by the writing of these letters? * Imagine the government has issued a new order requiring all families in Georgia that have children from the ages of 12-15 will be required to re-locate to a special center located in the mountains of North Carolina. This center will be similar to those used during the Japanese-American internment during World War II. What will your family do? Write a letter to a family member or close friend that will be left behind telling them how you feel about this new government order and your new life at the center. Consider the information you read about in the Clara Breed letters. Let them guide you as you develop your own imaginary experience.   **\*Assessment Opportunity** |
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| **ESSENTIAL QUESTION What role do pictures and other multimedia formats play in informational texts?** |
| **TASK: multimedia and visual displays in presentations** |
| Standards:  **ELACC7RI7:** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  d. Establish and maintain a formal style.  e. Provide a concluding statement or section that follows from and supports the argument presented.  **ELACC7W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  Instruction:   * With a partner, read about the Japanese American internment camps here <http://library.thinkquest.org/TQ0312008/bhjic.html>. Discuss how the pictures used are helpful in understanding what was actually happening during that time period. * Look at the drawings of Hisako Hibi located at this site. <http://www.janm.org/collections/hisako-hibi-collection/>. Select a drawing and write a description of what you see. How are his pictures similar to and different from the information that you have read about on the web page Life in a Japanese American Internment Camp found here <http://library.thinkquest.org/TQ0312008/bhjic.html>. * Write a book review of *Freedom Riders*. Be sure to include your thoughts on the use of pictures in this book. How are they helpful, or are they? |
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| **ESSENTIAL QUESTION How can an author distinguish his or her point of view from others?** |
| **TASK: point of view** |
| Standards:  **ELACC7RI6:** Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  **ELACC7RI8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  **ELACC7W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.  b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the  reasoning is sound and the evidence is relevant and sufficient to support the claims”).  **ELACC7SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic,  text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back  on topic as needed.  d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.  Instruction:   * Students partner read “Anti-Muslim Bigotry” <http://www.faithshared.org/Anti-MuslimBigotryinAmericaToday.pdf>. What is the author’s point of view in this article? What evidence from the text can you use to prove your answer? * Conduct small group reading of “Anti-Muslim Discrimination on the Rise” <http://www.cbsnews.com/2100-201_162-563594.html>. Respond to this article stating your point of view regarding the discrimination of Muslims. * Conduct while class guided reading of “Protecting the Civil Rights of Muslim Americans” <http://durbin.senate.gov/public/index.cfm/files/serve?File_id=75d9d983-a7db-4e76-8d90-953484b644ec>. Conduct a class discussion regarding the testimony provided in this document. Review what had been stated prior to the discussion. Do you believe Muslim Americans civil rights should be protected? How are these people similar to the African Americans who fought for their civil rights in the 1960s? |
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| **ESSENTIAL QUESTION How do I know which meaning of a multiple meaning word is being used when I read it in a text?** |
| **TASK: multiple meaning texts** |
| Standards:  **ELACC7L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  **ELACC7L6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  **ELACC7SL4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  **ELACC7SL5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.  Instruction:   * Conduct a whole class review of multiple meaning words. Use this site as a guide for a fun look at why the English language is a difficult language to learn. <http://www.mapping.com/englishhard.shtml> * Working in small groups, students will choose twenty multiple meaning words from a selected text used in this unit to create a poster, presentation, or video presenting the words as a learning activity for their peers. * Several student activities for multiple meaning words can be found here: <http://www.internet4classrooms.com/grade_level_help/language_multi_meaning_language_arts_seventh_7th_grade.htm>   **\*Assessment Opportunity** |
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| **ESSENTIAL QUESTION How does the structure of a text contribute to the development of ideas?** |
| **TASK: structure** |
| Standards:  **ELACC7RI5**: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.  **ELACC7RI1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **ELACC7W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  **ELACC7W5:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade7.)  Instruction:   * Conduct a whole class mini lesson on structure (review): cause and effect, chronological order/logical order, compare and contrast, problem/solution * Have students write a rap or poem about the different types of structure and how to determine them in reading. * Conduct individual or group research into a civil rights or human rights issue of interest to you. * Conduct a whole class discussion: What organizational structures are being used in these online articles? How do you know? What evidence points to your answer choices? |
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| **ESSENTIAL QUESTION How do I know if a word is spelled correctly?** |
| **TASK: spelling correctly** |
| Standards:  **ELACC7SL4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  **ELACC7SL5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points  **ELACC7SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic,  text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back  on topic as needed.  d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.  **ELACC7L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  b. Spell correctly.  Instruction:   * Conduct a whole class mini lesson on spelling rules using this PowerPoint presentation: <http://grammar.ccc.commnet.edu/grammar/spelling.htm>. * Students search the local newspaper or for spelling errors. Who can find the most? Keep a running total on a classroom chart. Have monthly winners of who can find the most errors. * Students can play interactive spelling games here: <http://www.funbrain.com/spell/index.html>, <http://www.funbrain.com/spellroo/>, * Students look and discuss three paintings by Normal Rockwell here: Norman Rockwell and Civil Rights (paintings) <http://www.camillereads.com/2009/12/norman-rockwell-and-civil-rights.html>. What do you see? What is the theme of these paintings? Why would someone paint something like this? Who would be most affected by them? * Students develop a spelling word list based on civil and human rights. The words must be tied to the spelling rules reviewed in the mini-lesson. * Students use the word list they have developed and create an illustrated dictionary. Dictionary may be digital or printed.   **\*Assessment Opportunity** |
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| **ESSENTIAL QUESTION How can the tone and word choices of a text impact the reader?** |
| **TASK: tone and word choice** |
| Standards:  **ELACC7RI1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  **ELACC7RI7:** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).  **ELACC7SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.  a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic,  text, or issue to probe and reflect on ideas under discussion.  b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.  c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back  on topic as needed.  d. Acknowledge new information expressed by others and, when warranted, modify their own views and understanding.  **ELACC7SL2:** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  **ELACC7SL3:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  **ELACC7SL4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  **ELACC7SL5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.  **ELACC7W1:** Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.  **ELACC7L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*  Instruction:   * Conduct small group reading and discussion of The Civil Rights Act of 1964. <http://www.archives.gov/education/lessons/civil-rights-act/> Has this act been the answer that the Civil Right Movement demanded? Why or why not? What does this document do for you? Write a journal entry responding to this question. * Print out the lyrics and then show the music video “Where is the Love?” by the Blackeyed Peas <http://www.youtube.com/watch?v=WpYeekQkAdc&ob=av2e> (video) <http://www.azlyrics.com/lyrics/blackeyedpeas/whereisthelove.html> (lyrics) Ask students what has this video to do with the Civil Rights movement. * Print out the lyrics to “What’s Going On” by Marvin Gaye (music/lyrics) <http://lyrics.wikia.com/Marvin_Gaye:What's_Going_On> (lyric) <http://www.youtube.com/watch?v=FHoLn_QCnRM&feature=related> (video clip). After showing the video ask students to analyze the words. What does the author mean? Who is he talking about? Many people believe that the song is about the Vietnam War, however, what war might be inferred in this song? * Write the word “tolerance” on the board. Ask what it means. Have students illustrate the word and its definition. * Write a recipe for social change using words found in the Glossary of Nonviolence: <http://www.thekingcenter.org/glossary-nonviolence> * Show the movie *Remember the Titans* (DVD). Follow this with a whole group discussion of the movie and relate it to the texts used in this unit. How do the events in this movie parallel some of the events that happened in the texts we have been reading? What happened that brought these people together? * Write a rap about tolerance. * Conduct a whole group discussion of what it means when we talk about “burning bridges”. In their journal, students should respond to the class discussion and then consider the following questions before responding: Why would anyone want to burn bridges? Is there a good time to do that? When would be a bad time to burn bridges in your life? |
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**TO ACCESS MOST OF THE RESOURCES BELOW, PLEASE VISIT OUR DROP BOX AND DOWNLOAD THE EDITABLE VERSION OF THIS UNIT**

**RESOURCES**

Word Definition:

**Affix/ Root & Definition:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Word (part of speech):**

Sentence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Synonyms OR Antonyms:

Other words that use this affix:

Word Definition:

**Affix/ Root & Definition:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sentence:

**Word (part of speech):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Synonyms OR Antonyms:

Other words that use this affix:

Word Definition:

**Affix/ Root & Definition:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sentence:

**Word (part of speech):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other words that use this affix:

Synonyms OR Antonyms:

Word Definition:

**Affix/ Root & Definition:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sentence:

**Word (part of speech):**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Synonyms OR Antonyms:

Other words that use this affix:

Word Definition:

**Affix/ Root & Definition:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Word (part of speech):**

Sentence:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Synonyms OR Antonyms:

Other words that use this affix:

Context Clues Graphic Organizer

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| --- | --- | --- |
| Word | Clue(s) | Meaning |
|  |  |  |
| Word | Clue(s) | Meaning |
|  |  |  |
| Word | Clue(s) | Meaning |
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| Word | Clue(s) | Meaning |
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| --- | --- |
| **CONTEXT (sentence)**  **WORD**  **­­** | **RELATED WORDS** |
| **WORD PARTS** | **DICTIONARY DEFINITION** |



**ELA 7TH GRADE – UNIT 2 – GREEK/LATIN AFFIXES AND ROOTS**

**Module 1**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **AFFIX/ROOT** | **DEFINITION** | **EXAMPLE** |
| **PREFIX** | mis- | wrongly | misconduct |
| in-, im-, ir, il | not | irrelevant |
| anti- | against | anti-Semantic |
| **GREEK ROOT** | auto | self | autonomous |
| dys | bad; hard | dysfunctional |
| mono | one | monotonous |
| **LATIN ROOT** | aud | to hear | audible |
| dict | to speak | dictator |
| mal | bad | malevolent |
| **SUFFIX** | -able, -ible | is; can be | commendable |
| -ist | one who does; one who makes | activist |
| -ence, -ance | action; quality; condition of | tolerance |

**ELA 7TH GRADE – UNIT 2 – GREEK/LATIN AFFIXES AND ROOTS**

**Module 2**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **AFFIX/ROOT** | **DEFINITION** | **EXAMPLE** |
| **PREFIX** | de- | opposite | desegregation |
| fore- | before; front of | foreshadow |
| inter- | between | interrogation |
| **GREEK ROOT** | bio | life | biology |
| gram/graph | writing | telegram/telegraph |
| phobia | fear | xenophobia |
| **LATIN ROOT** | ambi | both | ambiguous |
| bene | good | beneficial |
| form | shape | conform |
| **SUFFIX** | -al, -ial | having characteristics of | universal |
| -er, -or | one who; person connected with | professor |
| -ion, -tion, -ation, -ition | act’ process | discrimination |

**ELA 7TH GRADE – UNIT 2 – GREEK/LATIN AFFIXES AND ROOTS**

**Module 3**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **AFFIX/ROOT** | **DEFINITION** | **EXAMPLE** |
| **PREFIX** | dis- | not; opposite of | discriminate |
| in-, im- | in | insubordinate |
| super- | above; beyond | superscede |
| **GREEK ROOT** | chron | time | chronological |
| hypo | below | hypothetical |
| photo/phos | light | phosphorescent |
| **LATIN ROOT** | circum | around | circumstance |
| ject | to throw | objection |
| port | to carry | deport |
| **SUFFIX** | -ic | having characteristics of | diplomatic |
| -ly | how something is | belligerently |
| -ous, -eous, -ious | having qualities of | courageous |

**ELA 7TH GRADE – UNIT 2 – GREEK/LATIN AFFIXES AND ROOTS**

**Module 4**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **AFFIX/ROOT** | **DEFINITION** | **EXAMPLE** |
| **PREFIX** | bel- | war | rebel |
| sub- | under | subordinate |
| semi- | partial; not final | semi-conscious |
| **GREEK ROOT** | hyper | over; above | hyperactive |
| tele | distance | telecommunications |
| therm | heat | thermal |
| **LATIN ROOT** | vid/vis | to see | visualize |
| scrib/script | to write | inscription |
| voc | voice; to call | advocate |
| **SUFFIX** | -ism | state of; act of | plagiarism |
| -ness | state of; condition of | relentless |
| -ment | state of being; act of | accomplishment |

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| --- | --- | --- | --- | --- |
| **Word** | **Meaning** | **Example** | **Synonym** | **Antonym** |
| pollute, pollution | To dirty | Factories, sometimes, pollute rivers and air. | litter, contaminated, tainted, impure | purify, cleanse |
| inflate | To fill with  air or gas | Tires are inflated with air. Balloons  ***Inflated sense of self?*** | pump up, blow up, fill | deflate  empty, compress |
| buffet | 1. furniture to show plates 2. MEAL laid out for guests to self-serve 3. to pound, hit repeatedly | * Buffet table at a wedding * A hurricane buffeted the shore line | batter, pound | graze |
| attain | To arrive at, to reach | Attain a goal | achieve | fail, elude |
| elude, elusive | Hard to find  Hard to explain, or clarify | New math can be elusive for people | escape, avoid, obscure | capture, conspicuous, obvious |
| superb | Highest quality | Superb tastes  Mercedes – superb car | grand, splendid | poor, awful, squalor |
| aloft | Up in the air  In flight | The boy could not keep the kite aloft | flight | grounded |
| stationary | Not moving or changing | Stationary car  ***Stationary life?*** | still, permanent | moving, changing, unstable |

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| --- | --- | --- | --- | --- |
| **Word** | **Meaning** | **Example** | **Synonym** | **Antonym** |
| jeopardy, jeopardize | To put in danger | Not studying will jeopardize your grade | endanger, danger | caution, sanctuary |
| swivel | * To turn freely around. * The part that allows movement. | Office chair, computer monitor, owls | revolve, swing | fixed, stationary |
| moor, mooring | To hold in place with ropes/anchors | Finding a place to moor boats in the summer is difficult | anchor, tie,  hold, secure | release/untie |
| hover | To remain in place above an object | Bumble-bees hover in my garden, mosquitoes at my head | float, levitate | zoom, soar |
| pummet | To fall suddenly | Meteor plummeted toward earth.  ***Real estate market plummeted…*** | fall, descend, plunge | rise, ascend |
| flammable | Able to catch fire easily | Gas is highly flammable | blaze, burnable | fireproof |
| propel | To push, drive forward | PROPELlers, | catapult, launch, shove, rocket | stopped |

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